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Co-Presidents' Message
A vision for the new American Association of Teachers of Japanese

The newly re-organized "AATJ" is off to a terrific start thanks to the support of all of you, our members. We would also like to recognize the work of the Board of Directors as well as Susan Schmidt, Executive Director, and Kathy Ajisaka, in our Boulder office. There have been many changes already in this transition and they have all done a wonderful job.

It is time to lay out a new vision for this organization. This vision was presented to the Board of Directors at our spring meeting in Madison and we have asked them to consider how their different areas of responsibility can help to fulfill this common vision. This is a vision for positive, continuous improvement in order to serve our members now and in the future. There are four components:

Communication:

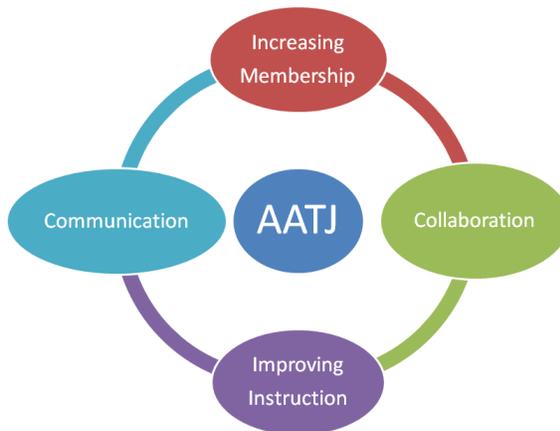
AATJ will support our members through communication that is streamlined, efficient, and informative. We will become indispensable to our members through high-quality publications, website and Facebook pages, and email blasts. AATJ will be a source of information about the K-16 Japanese language, literature and culture field for those outside the field such as businesses, government agencies, school districts, and parents. We will also assist members in communicating with stakeholders by offering advocacy-related websites, workshops, and one-on-one advice. We will be a source of information, advice, and assistance for affiliate officers. We will continue to offer contests and events that help teachers to actively promote their programs through student and teacher recognitions and awards.

Collaboration:

AATJ will foster collaboration among a wide variety of audiences, across all grade levels K-16. We will encourage collaboration between similar levels and programs as well as vertical articulation from elementary schools to colleges. We are excited to be able to bring together literature teachers with language and culture teachers, heritage, immersion and FLES teachers, and international teachers with teachers in the U.S. We see great potential for collaboration with colleagues in other languages. We will assist our affiliates and individual members in fostering collaboration in their own schools and geographic areas by pursuing professional development grants, assisting with online meetings, informing them of local conferences, and offering workshops for networking purposes. It is exciting to think about an immersion teacher sharing materials with an AP teacher, or a community college class reading children's books to a local Japanese FLES program. These are the types of relationships we hope to promote.



Jessica Haxhi and Y.-H. Tohsaku



We will continue to partner with organizations like the Japan Foundation (as administrator of the Japanese Language Proficiency Test, beginning in 2013) and the US-Japan Bridging Foundation (as administrator since 1999 of the Bridging Scholarship Program for Study Abroad in Japan).

(Continued on Page 2)

Important Dates

Registration for Japanese Language Proficiency Test Opens: September 4-October 2

AATJ National Japanese Exam Update: October 1

Scholarship Deadline for AP Workshop at ACTFL: September 28

AATJ Spring Conference Proposal Submission Deadline: November 2

ACTFL: November 16-18

Japanese Language Proficiency Test: December 2

AATJ Spring Conference: March 21, 2013

Increasing Membership:

The more members we have, the more colleagues we have to learn from and learn with. We are committed to bringing all teachers of Japanese language, literature, and culture into the AATJ family and updating our services to meet everyone's needs. We have many Special Interest Groups (SIGs) in place (such as Heritage Language and Community College) already, and continue to add new ones to meet the needs of various member groups (such as a new AP Japanese SIG coming soon).

AATJ currently has more than 1,200 individual members, at all levels of instruction (as well as several hundred institutional members.) The more members we have, the more work we can do to promote the Japanese field, offer professional development opportunities, and provide services, contests, and events that enhance Japanese programs.

Improving Instruction:

AATJ will offer workshops, events, and recognition programs that foster high-quality Japanese instruction in all areas. With ACTFL, we will continue to offer a variety of sessions as well as networking opportunities at the conference. Through our relationship with AAS (Association for Asian Studies) and participation on its annual conference, we will continue to offer research-focused sessions at our full-day spring conference. We will pursue other avenues for professional development, such as webinars and workshops at local affiliate meetings. Our publications will support instruction by highlighting practical suggestions, current methodologies, and excellent materials. Events, awards, and contests will recognize high-quality, standards-based instruction in their requirements and structure.

This statement represents a vision for the future. We have made many changes already to begin the journey toward realizing this vision. With the support of the Board of Directors, the Executive Director, our Affiliate Officers, and most importantly, individual members, we hope to continue forward and serve the Japanese field well into the future.

Jessica Haxhi jhaxhi@waterbury.k12.ct.us

Y.-H. Tohsaku ytohsaku@ucsd.edu

Support Our Sponsors

Nippon Express Travel USA is a new corporate sponsor of AATJ. Nittsu Travel wants to help teachers take students to Japan. Find out more about their services at http://www.nittsutravel.com/e_index.php.

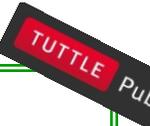
Tuttle Publishing is an AATJ corporate sponsor. Visit <http://www.tuttlepublishing.com> for information on Japanese language textbooks (including "Beginning Japanese") and other books on Japan's society, history, and culture.

Kodansha USA is a sponsor of AATJ's annual conferences. Visit <http://www.kodanshausa.com> for information on the newly published "Guide to Japanese Adjectives and Adverbs" and other books on Japan's culture, language, and arts.

** "Like" AATJ on Facebook! **

Check out AATJ's Facebook page, and "Like" us to receive updates and the latest news.

Click the link on our home page (www.aatj.org), or search for "AATJ-Association of Teachers of Japanese" on Facebook.



2012 AATJ Fall Annual Conference at ACTFL

The 2012 American Association of Teachers of Japanese (AATJ) Annual Fall Conference will take place November 15-18 in Philadelphia, Pennsylvania, in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo.

Information on registration and housing for the conference can be found at www.actfl.org. Current members of AATJ can register at ACTFL member rates (\$195 from July 12 - October 24; \$290 onsite).

Register online or by completing a paper registration form (available on AATJ's website) and mailing or faxing it to the ACTFL office. **WHEN YOU REGISTER FOR THE CONFERENCE, PLEASE BE SURE TO INDICATE THAT YOU ARE A MEMBER OF AATJ, SO THAT OUR ORGANIZATION AND OUR FIELD WILL GET CREDIT FOR YOUR ATTENDANCE.**

The ACTFL Convention's venues will be the Pennsylvania Convention Center and the Philadelphia Marriott Hotel.

- This year, AATJ will sponsor three concurrent sessions at the Philadelphia Convention Center, including 12 panels and 27 paper presentations. Please take a look at the AATJ-sponsored session program on pages ___ - ___ of this newsletter or posted online at <http://www.aatj.org/conferences/fall/ACTFL2012AATJSessionSchedule.pdf>.
- Four AATJ Special Sessions include the General Membership Meeting (Saturday), Making the Most of AATJ Membership (Friday), Special Panel 1: Advocacy and the Future of Japanese Language Programs, and Special Panel 2: A Vision for Japanese Education in the U.S.: Articulation, Collaboration, and Innovation.
- The Japan Pavilion in the Expo (Exhibit) Hall will feature entertainment, exhibits by publishers, travel agents, universities, and other companies and services related to our profession.
- Tickets for the AATJ Luncheon (Saturday) will be \$44 in advance and \$54 after October 24. AATJ strongly recommends that you purchase a luncheon ticket when you register for the conference. If you have already registered without purchasing a luncheon ticket, you can go back to the online registration site, log in again, and look for a section at the bottom called "Update/Upgrade Reservation," where you can add the luncheon. Or you can contact ACTFL by phone at 508-743-8561 or fax at 508-743-9626 (have the confirmation number you received when you first registered available), or purchase your luncheon ticket from the on-site registration desk in Philadelphia.
- The AATJ Reception will be held from 6:45 pm to 8:45 pm on Saturday.
- An Affiliate Council meeting will be held from 12:00 pm to 1:00 pm on Friday in room 109A in the Pennsylvania Convention Center.

Two of AATJ's Special Interest Groups will hold meetings during the convention. The newly formed Proficiency Assessment SIG will hold its first meeting on Friday from 12:00 - 1:15 p.m.; the Community College SIG will hold a social networking meeting for community college teachers on Saturday from 3:00 - 4:30 p.m. Please see the schedule and the conference website for details.



Scholarships Available for November AP Workshop at ACTFL

The Japan Foundation will offer funding for a College Board workshop for teachers of AP Japanese Language and Culture. The workshop will be held Thursday, November 15, before the ACTFL Convention in Philadelphia. There are 15 slots for secondary teachers. The deadline to apply for a scholarship is September 28. Information and application forms are posted on AP Central: http://apcentral.collegeboard.com/apc/public/repository/ACTFL_AP_Japanese_scholarship_application_2012.pdf

2012 Program Schedule

Fri, November 16	Room 109A	Room 110A	Room 110B
8:30am - 10:00am	Opening General Session		
10:00am - 11:00am	Exhibit Hall Opening		
11:00am - 12:00am	Improving Student Performance in Presentational Communication Skills Motoko Tabuse; Eastern Michigan University Dan Carolin; Kennedy High School	Interdisciplinary Learning using CLIL approach in Japanese class Mami Masuya; United Nations International School Masahiro Tanaka; United Nations International School	Designing a Language/Culture Day Camp for Advocacy and Collaboration Yayoi Brown; University Prep Yoshitaka Inoue; Kamiak High School
12:00pm - 1:15pm	Local Affiliate Council Meeting	Proficiency Assessment SIG Meeting	
1:15pm - 2:15pm	AP Japanese: Addressing Curriculum and University Placement Concerns Keiko Kuriyama; Indiana University Molly Jeon; BHS North	Start from the Beginning: Project-based Instruction in a Thematic Curriculum Noriko Fujimoto-Vergel; Island Pacific Academy Yasu-Hiko Tohsaku; University of California, San Diego	Effective Use of the iPad in Foreign Language Education Satoru Shinagawa; University of Hawaii NFLRC Mayumi Ishida; Dartmouth College
2:30pm - 3:30pm	Executing Japanese-Language Program Articulation Projects: How to Make Them Work Sufumi So; George Mason University Mieko Kawai; University of Virginia Tomoko Marshall; University of Virginia Tomomi Sato; University of Virginia Koji Otani; Thomas Jefferson High School	AATJ Individual Paper Session I Implementation of "Shadowing" as a Communicative Approach in Everyday Classrooms Shigeko Sekine, California State University, Monterey Bay L2 learners' Japanese Pronunciation Self-monitoring Skill Erika Hirano-Cook, Pennsylvania State University, Megumu Tamura, Penn State University	Art in the Classroom: Merging Literacy, Storytelling and Cultural Content Lisa Berkson; Dobson High School Isabel Espino de Valdivia; Allderdice High School Yumi Furumoto; Dobson High School, Shuhei Hokonohara; Allderdice High School
3:45pm - 4:45pm	AATJ Special Session: Getting the Most Out of AATJ Membership	Minna no Can-Do Site: Online Database Tool for 21st Century Teachers Maki Watanabe Isoyama; The Japan Foundation Ruri Hirsch; University of Pennsylvania Yuka Kitazono; The Japan Foundation, Los Angeles	Skype and Google Your Way to Success in Language Teaching Andrew Scott; Sheridan Japanese School
5:00pm - 6:00pm	AATJ Panel 1: Advocacy and the Future of Japanese Language Programs Janet Ikeda; Washington & Lee University Mamiya Sahara Worland; Fairfax County Public Schools	Integration of Current Events into Language Classrooms with ICT Ayako Takeda; United Nations International School Kazuo Tsuda; United Nations International School Atsuko Onuma; NECTJ	AATJ Individual Paper Session II Foreign Professors on American College Campuses: Cross-Culture-Based Conflict Management Styles Masako Hamada, Villanova University Why Are Locally Published Textbooks Not Used in Local Contexts? Kazuhiro Yonemoto, McGill University Masaki Seo, University of Hong Kong: SPACE Reiji Aoyama, City University of Hong Kong
6:30pm - 7:30pm	ACTFL Awards Ceremony		
7:30pm - 8:30pm	President's Reception		

Sat., November 17	Room 109A	Room 110A	Room 110B
8:00am - 9:00am	Formative Assessment: Effective Process for Improving Student Learning Yoshiko Saito-Abbott; California State University Yo Azama; North Salinas High School	Keys to Designing a Successful Japanese Immersion Camp Experience Andrew Scott; Sheridan Japanese School	High School and College Collaboration: Building Interactions Using Thematic Units Yuki Waugh; Texas A&M University Harue Sakuma; Torrance High School
9:00am - 10:00am	Exhibit Hall Free Time		Room 110A: Community College SIG Networking Meeting
10:00am - 11:00am	Oral Examination Without Questions: Guiding Students to Intermediate Proficiency Kenichi Miura; Franklin & Marshall College Mayumi Ikeda; Franklin & Marshall College Miki Murakami	Thematic Units and Performance Assessments in High School Japanese Curriculum Dan Carolin; Kennedy High School Julie Cain; Washington High School Rachel Henkelmann; Jefferson High School	Web Tools and the Classroom: Teaching Methods for Tomorrow Masahiro Tanaka; United Nations International School

11:15am – 12:15pm	<p>AATJ Individual Paper Session III</p> <p>Portfolios Implemented in an Advanced-Level Japanese Class with Formative Assessments Ayako Nagai, University of California – Irvine</p> <p>Project-based Learning: An Interview Research Project in Advanced Japanese Courses Takako Egi; University of Kentucky Yasuo Uotate; University of Florida Yukari Nakamura; University of Florida</p>	<p>AATJ Individual Paper Session IV</p> <p>A Business Japanese Course for Intermediate Levels Priya Ananth, Middle Tennessee State University</p> <p>Developing Reading Strategies for Non-native Japanese-language Teachers: Participants' Reflections Etsuko Takahashi; Wesleyan University Hisae Fujiwara; University of California</p>	<p>Make Your Classroom a Window to the World: The Japan Foundation's Tools to Help Teachers Maki Watanabe Isoyama, The Japan Foundation</p>
12:30pm – 1:45pm	<p>AATJ Luncheon Pennsylvania Convention Center Terrace Ballroom 2</p>		
2:00pm – 3:00pm	<p>Organize a Japan Bowl: Motivating Students to Learn about Japan Risa Kamio; Japan-America Society John Malott; Japan-America Society</p>	<p>Why Not Use PowerPoint? Kazumi Yamashita-Iverson; Maloney Interdistrict Magnet School</p>	<p>How Proficiency-Based Learning and Assessment Works Michael Kluemper; Ballard High School Lisa Berkson; Dobson High School Mai Fujii; Virginia Beach City Public Schools</p>
3:00pm–4:30pm	<p>Exhibit Hall Visit Free Time</p>		
4:30pm – 5:30pm	<p>AATJ General Membership Meeting 165008</p>		
5:45pm – 6:45pm	<p>AATJ Panel 2: A Vision for Japanese Education in the U.S.: Articulation, Collaboration, and Innovation</p>	<p>Glitter & Gold: Teaching the 3P's with Japanese Craft Projects Thomas Sones; Richmond Public Schools</p>	<p>Articulating Online Resources for Thematic Units in the Japanese Classroom Yasuko Makita-Disceckici; Glenbrook South High School Yukiko Schrock; Whitney Young Magnet High School Jeung-hee Park; Northside College Preparatory High School</p>
6:45pm-8:45pm	<p>AATJ Reception</p>		

Sun., November 18	Room 109A	Room 110A	Room 110B
8:00am – 9:00am	<p>AATJ Individual Paper Session V</p> <p>Impact of Different Types of Dyadic Interaction in JFL Classrooms Nobuaki Takahashi; Elizabethtown College</p> <p>Value and Issues of Cooperative Language Learning across Proficiency Levels Kazuhiro Yonemoto; McGill University Yasuko Senoo; McGill University</p>	<p>AATJ Individual Paper Session VI</p> <p>Instruction in Improving the Expression of Affective Stance in Narrative Koji Tanno, Eastern Michigan University</p> <p>Enhancing Japanese Oral Communication in Practicum via a Thematic Approach Hamako Furuhata-Turner; University of Mount Union</p>	
9:00am–10:00am	<p>Exhibit Hall Visit Free Time</p>		
10:00am – 11:00pm	<p>Teaching Japanese in a Changing World: Priorities for the Major Yoshiko Saito-Abbott; California State University Motoko Tabuse; Eastern Michigan University</p>	<p>Implementing Standards-Based Instruction and Assessment: One School's Process Yayoi Brown; University Prep Adria Katka; University Prep</p>	
11:15am – 12:15pm	<p>National Japanese Exam: 2012 Results and Future Plans Fukumi Matsubara; North Central College Miyuki Johnson; Elkins Pointe Middle School Nobuko Hasegawa; Fiorello H. LaGuardia High School of Music & Art and Performing Arts</p>	<p>Incorporating Fitness Science for Today's Digital Natives in Japanese Classroom Kazue Masuyama; California State University Mieko Avello; Miami Palmetto Senior High School</p>	

AATJ at ACTFL!



ACTFL
ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

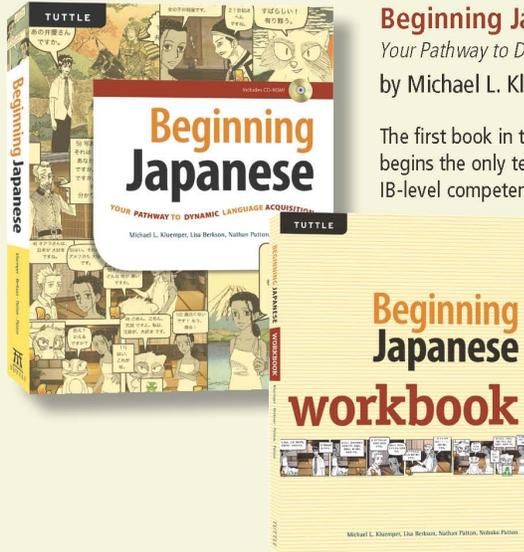
PHILADELPHIA 2012
PENNSYLVANIA CONVENTION CENTER
NOVEMBER 16-18

MANY LANGUAGES: One United Voice

- ❑ AATJ Members attend ACTFL at the “Member” discounted rate!*
- ❑ Choose from hundreds of sessions – both AATJ-sponsored and for many languages.
- ❑ Browse hundreds of exhibitors, including Japanese-related publishers and companies.
- ❑ Attend special AATJ events, including an evening reception.
- ❑ Network with colleagues and make new friends!

*(Be sure to check “AATJ” as your affiliation, even if you are also an ACTFL member).

With engaging manga-style content aligned with the Japanese AP exam, Tuttle's *Beginning Japanese* and *Intermediate Japanese* set the new standard for middle- and high-school Japanese textbooks!



Beginning Japanese

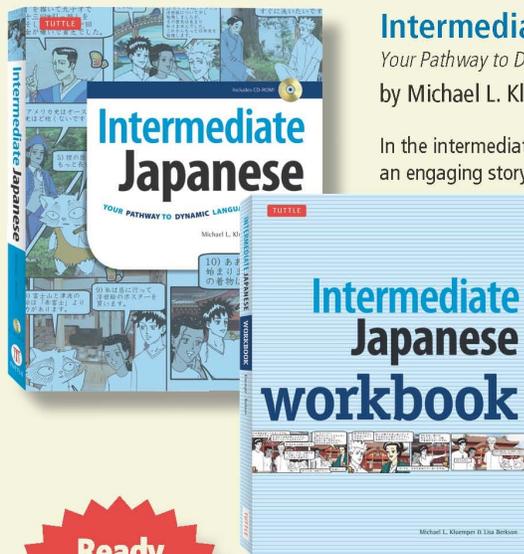
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by Michael L. Kluemper, Lisa Berkson, Nathan Patton and Nobuko Patton

The first book in this three-volume series that covers four years of instruction, *Beginning Japanese* begins the only textbook series that takes students from introductory Japanese through AP- and IB-level competency.

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Workbook	978-0-8048-4057-6	\$27.95
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Teacher's Guide	Free to instructors
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Teacher's Guide	Free to instructors
Add'l web-based content	Free

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BRIDGING SCHOLARSHIP NEWS

Applications Now Being Accepted for Spring 2013 Bridging Scholarships

The US-Japan Bridging Foundation and AATJ, will award scholarships to at least 20 undergraduate students to help with the expenses of studying abroad in Japan in Spring 2013. For information and application forms, go to <http://www.aatj.org/studyabroad/scholarships.html> . Brochures will be mailed in early September to all AATJ members who teach at post-secondary institutions.

90 Students Receive Bridging Scholarships for Study Abroad in Japan in Fall 2012

Ninety undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan. The list of students can be found online at <http://www.aatj.org/studyabroad/scholarshipsfall2012.html> .

The winners will receive awards of up to \$4,000 to assist with their living expenses while they study in Japan during the Fall 2012 semester of the 2012 Japanese academic year. Since the program began in 1999, 1,250 scholarships have been awarded to students studying abroad in Japan.

The US-Japan Bridging Foundation (www.bridgingfoundation.org) was established in 1999 by the federal agency the Japan-US Friendship Commission to accept contributions to the scholarship fund. The goal of the Bridging Project is to promote study abroad in Japan by larger numbers of American undergraduate students. The scholarship program is administered by AATJ.

Contributors to the 2012 Bridging Scholarship fund include Aflac, Amway International, Bank of America-Merrill Lynch, Bloomberg LP, the Bridging Scholars Alumni Fund, Stephen and Sally Butters, Chartis Insurance, Citigroup Japan, Deloitte Touche Tohmatsu, Estee Lauder, Exxon Mobil G.K., the Freeman Foundation, Goldman Sachs Gives, Ichigo Asset Management, JP Morgan Japan, Lockheed Martin, Kathy Matsui, Mitsubishi Corporation (Americas), Morgan Stanley Japan, Oak Lawn Marketing, ORIX USA, Thierry Porte, George and Brad Takei, Temple University-Japan Campus, the Terasaki Foundation, Toyota Motor Corporation, and Kouji Yamada.

Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges—in 32 states. Their majors range from computer science to fine art, but they share a common interest in Japan, its language, and its culture. Their destinations also vary, from giant campuses in Tokyo to intimate consortium programs in rural Japan.

Call for Proposals: AATJ 2013 SPRING CONFERENCE

The 2013 AATJ Spring Conference will be held in San Diego, California, March 21, 2013, in conjunction with the Annual Meeting of the Association for Asian Studies (AAS).

Proposals are invited for individual papers and panels. A proposal must be in one of the following areas/categories: **(1) pedagogy, (2) literature, (3) linguistics, (4) second language acquisition, or (5) special interest groups***. Individual papers are 20 minutes long with an additional 5 minutes for discussion. Organized panels are 100 minutes long and are limited to four active participants (four paper presenters, or three presenters with one discussant).

An abstract for an individual paper should be no more than 300 words in English or 700 characters in Japanese. For organized panels, a maximum 300-word or 700-character abstract is required from each participant, in addition to a maximum 300-word or 700-character abstract for the panel itself.

Proposals will be evaluated based on the following characteristics: contribution to the field, originality, practicality, methodological or conceptual soundness, and clarity of writing.

The submission deadline for all proposals is 5 p.m. Pacific time, Friday, November 2, 2012. Individuals may submit only one proposal, as presenters, co-presenters, or panel members. This includes participation in SIG panels and presentations.

Only AATJ members may submit proposals; if your membership is not up to date, you will be contacted and asked to renew.

For complete details, and to submit a proposal online, click the link on AATJ's AATJ home page (www.aatj.org), or go directly to <http://www.aatj.org/conferences/spring/index.html>

National Japanese Exam Update

The National Council of Japanese Language Teachers developed the Japanese National Exam as a way to promote Japanese language learning and excite students about their accomplishments.

For 2013, AATJ is making updates to the content and format of the exam, keeping in mind a standards-based, communicative approach to teaching and assessing students. There will be more elements of Japanese culture and subject content on the exam, as well as more audio/visual-based questions. These updates will appeal to students, reflect their real-world language abilities, and represent current teaching methodologies.

The updated content and format information, sample questions, and information about how you can contribute as a test developer will be available as of October 1 on our website:

<http://www.aj.org/studentactivities/nationaljapaneseexam/index.html>

Thanks so much to all the members of NCJLT who contributed to the success of this exam in the past, as teachers and developers. We look forward to the continued excitement this exam generates for our students. If you have any questions in the meantime please contact the AATJ office.

NJE Development Team

CHAPLIN MEMORIAL AWARD for excellence in Japanese language teaching

The Hamako Ito Chaplin Memorial Award will again be conferred in 2013, administered through the Association for Asian Studies. In accordance with the wishes of the Chaplin family, each year a prize of \$1000 will be awarded to either a current graduate student or a full-time instructor of Japanese for excellence in Japanese language teaching. A full-time instructor who has completed graduate study within the last 3 years in an area that directly involves Japanese language teaching is eligible. Possible academic fields of specialization are Japanese language pedagogy, linguistics, anthropology, or literature. Current graduate students must demonstrate their intention to enter the teaching field in a North American university. Professor Misumi Sadler, the University of Illinois at Urbana-Champaign, serves as Chair of the Selection Committee, Professor Christine Yano, the University of Hawaii, serves as representative of the Northeast Asia Council of AAS for the committee, and Professor George Chaplin serves ex-officio.

Individuals interested in applying—and faculty members interested in nominating a student—should write to Professor Misumi Sadler, Department of East Asian Languages and Literatures, University of Illinois at Urbana-Champaign, 2090 Foreign Language Building, 707 South Mathews Avenue, Urbana, Illinois 61801, USA, or e-mail sadlerm@illinois.edu for application forms. Completed applications must be submitted by February 8, 2013. The award will be announced in the AAS Newsletter.

Persons interested in contributing to the award fund should send their contributions to: The Hamako Ito Chaplin Memorial Award, c/o Association for Asian Studies, 825 Victors Way, Suite 310, Ann Arbor, Michigan 48108.

High School Corner

A Report from the Field: The KIZUNA initiative of Summer 2012

Lisa Berkson lberkson@mpsaz.org



3 a.m. and very dark outside. Half-awake students and parents gathered outside the airport security gates, luggage in tow. Everyone got their passport? はい、先生。Checked in, we headed toward our gate. Parents waved and snapped photos. Counting off 20, 21, 22. Who is missing? Panic moment #1. Our errant sojourner showed up an hour late, but, thanks to previous student-travel experience, I had allowed extra time for just that eventuality. We had plenty of time to line up for our flight to Narita.

The early-morning departure was the culmination of weeks of preparation, once we learned our school was a participant in the KIZUNA program, a two-week study tour that included visits to areas affected by the 3/11 Great East Japan Earthquake. The initiative was co-sponsored by the Laurasian Institution and the Japan Foundation, and supported by the Ministry of Foreign Affairs in Japan. The goal was to allow 1,000 American high school students to visit Japan, see the effects of natural disasters, and interact first-hand with Japanese teenagers. In return, the U.S. students committed to host a group of Japanese students at some point during the following school year.



Our itinerary took us to some well-known spots (the Edo Tokyo Museum in Tokyo, and the Gion Corner and Kiyomizudera in Kyoto) and some lesser-known spots (a strawberry farm near Sendai, and the To-yama Prefectural Suiboku Museum). The theme of the study tour, “disaster prevention”, brought us, for example, to the Ikebukuro Bosai center 池袋防災館 and to the Disaster Reduction and Human Renovation Institution 人と防災未来センター in Kobe. Our group visited Sendai, hard-hit Natori City and vicinity, and the Sendai airport. The study tour also included orientation sessions at both the outset and the end of the session that gave us context and allowed the students from schools across America to share experiences.

School visits were definite highlights of the tour. Our first visit was a culinary class at Meisei High School, in Sendai, where we learned about the school’s focus on locally-produced products such as soy-

beans, hakusai, and miso. We enjoyed a locally-created しみじみ and lunched on a jointly-prepared meal where every product (even the ice cream!) included miso. In a short few hours, friendships were forged over kitchen stoves and dirty dishes that led to hugs and exchanges of email addresses as we departed.

Our three-day homestay in Toyama was a huge hit as well. At school, we were invited to a tea ceremony and music and art classes. After school, students went shopping and ate meals with their hosts; many came back the next day with プリクラ to add to their collection of photos. Our departure at the train station was full of tears, more hugs, and promises to keep in touch.

It became clear to me that, as the years pass, my American students will continue to cherish their contacts with the people of Tohoku. All the U.S. students commented on how impressed they were by the attitude of the survivors of the 3.11 tsunami and earthquake: despite all the loss and tragedy, they remained upbeat and able to find happiness and joy in their surroundings.

This final photo shows my students gathered before an elementary school abandoned after the 3.11 tsunami, one of the many moving sites we visited. The students were very grateful to have had this opportunity to see what life is like today for survivors of the 3.11 tragedy, and will be sharing their impressions with their American classmates and friends.



K-8 Corner

Integrating Tech Tools in the K-8 Classroom

Lynn Sessler Neitzel



Integrating technology into our Japanese language classrooms will enable our students to not only communicate with a more global world but collaborate and connect with others as well allowing students to be creative in order to take the language out of the textbook and classroom to make it real.

Teaching Japanese at any level and integrating technology presents some unique obstacles when it comes to the written language portion. There is extra step of teaching a specific and new keyboarding skill to produce characters on the computer. Besides the time this takes to teach to our students, younger elementary aged children do not have the basic keyboarding skills mastered in order to begin this task. And, at the elementary level, often classes are shorter than at the middle and high school level, leaving little time for any “extras” that would take away from language learning time. So, finding technology to integrate into the Japanese language classroom to enhance learning can be a challenge. Here are some Web 2.0 tools that are easy to prepare either for or by your students to enhance their learning of and skills in the Japanese language. The added bonus is that students are motivated by the use of technology in class. These are all tools that I have used with success in my K-5 classrooms, either in large group settings or for individual work at school and at home.

Voki: Voki enables users to express themselves on the web in their own voice using a talking character called an Avatar. A student can customize a Voki to look like them or take on the identity of many other types of characters: animals, monsters, anime, etc. A Voki can speak with the voice of the student, which is added via microphone, upload, or a simple phone call. Voki can be embedded into a blog or other social networking site to be shared with others or downloaded to add to a digital portfolio. Voki can be created individually by a student to perform a presentational communication task and used by others for an interpretive communication task. I have also found success with my younger elementary students in using Voki to add their voices as a group singing the daily songs and chants that we do in class which can then be embedded in our wiki space for students to show their parents and perform for them at home.

SonicPics: SonicPics is a very easy to use tool from Apple for turning your images into custom slideshow movies that can be shared in many formats online! SonicPics lets you add images from your photo library or camera, arrange your photos, and then narrate the project to create an enhanced m4v video (complete with chapters). SonicPics greatest feature is that the commands are very simple to use for even your youngest learners. Narrating the photos is made simple by allowing you to flip to each image as you are ready to talk so the students choose the timing. SonicPics makes slideshows on several Apple products, including iPhones, iPod Touch and iPad. When the recording is complete, the video can be uploaded automatically to YouTube or to your computer. Projects in class have been self-introductions that were sent using personal student photos to sister schools in Japan and having student narrate what they during their spring vacations. As an assessment tool, I have used this App for individual students to assess their reading comprehension, either by reading Japanese characters or interpreting Japanese text.

Google Voice: Google Voice is a free phone service offered through Google. You can sign up for a phone number where your students can call you and leave you a voice message. The messages are saved online and you can retrieve them via the computer. I’ve used this several times for homework assignments, where students will call me and leave me a message with specific information or a task that mirrors what we are studying in class.

Tagxedo: Tagxedo turns words into a visually stunning word cloud that can be in specific shapes and sizes. Much like the more popular word cloud program “Wordle”, Tagxedo has the added feature of allowing the use of Japanese characters in to the word clouds. Words can be individually sized appropriately to highlight the frequencies of occurrence within the body of text. Tagxedo word clouds with Japanese characters can be used to familiarize students at the younger levels with different character sets, specific vocabulary word sets or as interpretive assessment activities. Because the words are literally embedded amongst each other, students need to use different skill sets such as flexibility and classification to figure out. I recently used Tagxedo to produce a shape of a butterfly for an integrated Science unit on Life Cycles with different words that would describe a butterfly, including many color words. The students, for an interpretive assessment task, needed to highlight each color vocabulary word with the correct colored crayon. High school Japanese students also made several Tagxedo word clouds for our students as they needed to match characters for specific vocabulary tasks to introduce the concepts of characters as the written language of Japanese.

Report on JNCL-NCLIS Annual Delegate Assembly and Legislative Day

Mamiya Worland (AATJ Co-Director for Advocacy)

DELEGATE ASSEMBLY

The 2012 Delegate Assembly of JNCL-NCLIS (The Joint National Committee for Languages – The National Council for Languages and International Studies) met over two half days: From Sunday afternoon, May 20, through the morning of Tuesday, May 22, with Legislative Day taking place on May 21 (see below).

Delegates were privileged to hear presentations by a number of persons representing governmental agencies and programs with ties to world languages and international education. Extended briefings were given by government representatives from programs including STARTALK, Title VI/Fulbright-Hays, the National Security Language Initiative for Youth, and the Language Flagship. Briefers covered the operations of the programs, perspectives on future directions, and potential threats to these programs.

The Delegates honored J. David Edwards for his 31 years of service as the Executive Director of JNCL-NCLIS. Edwards retired from his position as of June 30, 2012.

The new Executive Director, William P. Rivers, was introduced; he began his term on July 1, 2012. Dr. Rivers has more than 15 years of research, development, policy and program evaluation, and management experience in culture and language for economic and national development.

The results of the elections for the 2012-2014 Officers were also announced:

President – Dr. Ray Clifford, Brigham Young University

Vice President - Martha G. Abbott, American Council on the Teaching of Foreign Languages

Secretary: Dr. Antonia Schleicher, National Council of Less Commonly Taught Languages

Treasurer: Dr. Peter Krawutsche, American Translators Association

At Large (2): Dr. Jayne Abrate, American Association of Teachers of French

LEGISLATIVE DAY

On Legislative Day (Monday, May 21, 2012) the organizational representatives of JNCL- NCLIS met on Capitol Hill in the Cannon House Office Building. The morning of Legislative Day was devoted to presentations about the current status of world languages and international education in the 112th Congress. Recurring themes in the presentations were the recent cuts to foreign language programs and the difficulty finding support for foreign language funding in the challenging fiscal climate of the 112th Congress.

The focus for the advocacy of JNCL-NCLIS within the 112th Congress is the following:

•**Restoration of FLAP (Foreign Language Assistance Program) (Department of Education):** The Foreign Language Assistance Program was the only national program supporting foreign language education at the elementary and secondary levels. Funding for the FLAP program was eliminated in the final Fiscal Year 2012 Budget enacted by Congress.

OBJECTIVE: Restore the funding to FLAP so it continues as an independent competitive grant program.

•**Title VI of the Higher Education Act and Fulbright-Hays (Department of Education):** Title VI of the Higher Education Act, Foreign Language and International Studies, and its overseas component, the Fulbright-Hays Program was recently reduced by 40% (\$50 million). For more than 50 years, these programs have helped students gain expertise in more than 200 foreign languages. **OBJECTIVE:** Restore the previous funding level of \$125.8 million to Title VI.

•**Language Flagships Program (Department of Defense):** Language Flagships is a national model for designing and implementing language programs at the K-12, undergraduate, and graduate levels. Currently the Language Flagships Program funds 24 centers of intensive language instruction at universities across the country and K-16 language programs that offer pathways to superior proficiency starting in the early grades. **OBJECTIVE:** Provide a minimal funding increase so that the Flagships Program can double in size and scope.

•**STARTALK Program (National Security Agency):** STARTALK runs K-16 summer programs for language teachers and students. STARTALK's goal is to provide innovative language instruction, train language teachers, facilitate 21st century curriculum development, and create effective assessments. • **OBJECTIVE:** Provide increased funding to expand the program.

•**National Security Language Initiative for Youth and the Critical Language Scholarship (CLS) Program (Department of State):** The National Security Language Initiative for Youth provides merit-based scholarships to students in grades 9-12 to learn critical need languages through overseas summer and academic-year immersion programs. The CLS Program provides scholarships for intensive overseas summer immersion programs in thirteen critical languages for US undergraduate and graduate students. **OBJECTIVE:** Increase the funding for both programs in order to reach more students.

SENATE HEARING ON FOREIGN LANGUAGE CAPABILITIES

The focal point of Legislative Day was the Senate Hearing on "A National Security Crisis: Foreign Language Capabilities in the Federal Government" before the Senate Committee on Homeland Security Governmental Affairs, Subcom-

mittee on Oversight of Government Management, Chaired by Senator Daniel K. Akaka (D-HI). Three panels of witnesses, organized by JNCL-NCLIS and several of its members, testified on the importance of language learning for national security and the global economy, the shortage of foreign language professionals in the military and government agencies, and the need to increase funding for the array of federal programs that constitute the vital pipeline for foreign language at all levels.

The first panel consisted of witnesses from the US Department of Education, the US Department of State, the Federal Bureau of Investigation, and the US Department of Defense. All of these witnesses spoke about the value of foreign language to their Departments and to the national interest. The representatives from the Department of Defense, the FBI, and the State Department spoke at length about the specific programs funded by their departments, and how those programs relate to the overall national need for highly skilled foreign language speakers.

The second panel provided a forum for the private and educational sectors to respond. Dr. Dan Davidson, President of JNCL-NCLIS, testified on behalf of the need to retain the programs outlined above. Dr. Allan Goodman, President of the Institute for International Education, spoke about the need for skilled speakers of foreign languages, based on his participation in the task force of the Council on Foreign Relations. Mr. Andrew Lawless, representing the Globalization and Localization Association, gave testimony on the size and activity of the language industry in the US, and gave extensive statistics on its contribution to the nation's economy. The language services industry generates more than \$15 billion per year in revenue, employs some 190,000 full-time workers averaging \$81,000 year, and enables more than \$1.5 trillion of the US economy.

The third panel illustrated the pipeline of federal programs, with witnesses who had participated in foreign language programs from elementary school (FLAP), high school (National Language Security Initiative for Youth - NLSI-Y), and college (NSEP). The panel was in essence a living reminder of the pipeline, starting with Shauna Kaplan, a fifth-grade student from Fairfax County, VA; she spoke about her very positive experiences in her Chinese classes and her desire to use Chinese in her career. Ms. Michelle Dressner and Mr. Jeffrey Wood, who studied in Russia and China, respectively, on the NSLI-Y program under the auspices of the American Councils for International Education (a long time JNCL-NCLIS member) testified about their experiences and how their perspectives have changed from their sojourns abroad. The panel concluded with testimony from Army Major Gregory Mitchell, who was a Boren Fellow in the mid-1990s and has continued to sue language throughout his career.

To view the entire Hearing or download testimony: visit the Homeland Security and Governmental Affairs website to view the video of the Hearing or to download the testimony of each of the twelve witnesses, visit <http://www.hsgac.senate.gov/subcommittees/oversight-of-government-management/hearings/a-national-security-crisis-foreign-language-capabilities-in-the-federal-government>.

There is a wealth of information on this site that can be used for advocacy for world languages.

RECEPTION HONORING SENATOR AKAKA

Senator Daniel K. Akaka (D-HI) has been a long-time friend and supporter of foreign languages and international education. At the end of 2012, he will retire from the Senate seat that he has held since 1990. Following his last Senate Hearing (See Senate hearing on foreign language capabilities above), JNCL-NCLIS honored Senator Akaka with a reception in his honor held in the Hart Senate Office Building. He was presented with a book of tributes written by teachers and students who had participated in programs he had supported while a Senator.



Senator Daniel Akaka with AATJ Co-President Yasu-Hiko Tohsaku at the JNCL Reception

Registration Is Open for the 2012 Japanese Language Proficiency Test

The 2012 Japanese-Language Proficiency Test (Nihongo Noryoku Shiken) will be administered at 13 test sites around the United States (including new sites in Houston, TX, and Ann Arbor, MI) on **Sunday, December 2**. Registration for the test (paper and online) is open from Tuesday, September 4, to Tuesday, October 2.

Please encourage your students to test their skills by taking the JLPT. Information on registering and samples of past tests are online at <http://www.jflalc.org/jlpt.html>.

Job Opening Announcements

Brandeis University

The Department of German, Russian and Asian Languages and Literature at Brandeis University invites applications for the position of **Lecturer in Japanese**, beginning Fall 2013. Initial appointment to this full-time position would be for three years, though the position is renewable contingent upon excellent performance. In addition to teaching six undergraduate language courses each academic year, the successful candidate would also serve as the Director of the Japanese Language Program. We are a small, research-active, friendly department with varied scholarly and teaching interests.

Candidates should show commitment to language teaching and have native or near-native proficiency in both Japanese and English. Those with advanced degrees in Japanese, language pedagogy, or a related field are especially encouraged to apply. Extensive experience teaching Japanese at the college level is required.

Applications, which should be submitted through AcademicJobsOnline at <https://academicjobsonline.org/ajo/jobs/1821>, should include a letter of application that includes a short description of teaching philosophy, a CV, three letters of recommendation, examples of curricular development and teaching materials, and evidence of teaching excellence. First consideration will be given to applications received by **November 1, 2012**.

Brandeis University is an equal opportunity employer, committed to building a culturally diverse intellectual community, and strongly encourages applications from women and minorities.

George Washington University

The Department of East Asian Languages and Literatures at The George Washington University (<http://departments.columbian.gwu.edu/eall/>) invites applications for an **open-rank, tenure-track or tenured faculty position in Japanese Language and Literature**, anticipated to start in Fall 2013.

Basic Qualifications: A PhD degree in Japanese literature or a related field, native or near native fluency in Japanese and English, and evidence of excellence in teaching Japanese literature at college level, as demonstrated by evaluations, and research, as indicated by scholarly publications. The successful candidate is expected to maintain an active research and publication agenda in modern Japanese literature and to teach all levels of Japanese language, literature, and culture courses. Academic rank, contractual status and salary will be commensurate with qualifications and experience.

To Apply: Complete the online faculty application at <http://www.gwu.jobs/postings/10160> and upload a cover letter, CV, samples of scholarly publications, statement of teaching interest, course evaluations and a teaching portfolio (which should include sample syllabi and teaching materials). In addition, candidates invited for interviews will be asked to send at least three letters of recommendation to: Dr. Young-Key Kim-Renaud, Chair, Dept. of East Asian Languages & Literatures The George Washington University, Rome 469, 801 22nd St. N.W., Washington, DC 20052.

Review of applications will begin **October 1, 2012** and will continue until the position is filled. Only complete applications will be considered. The George Washington University is an Equal Employment Opportunity/Affirmative Action Employer.

Haverford College

Haverford College (Haverford, PA 19041) invites applications for an experienced **Japanese language instructor** position beginning September 2013. The position will be filled at the level of Senior Lecturer. The initial term of appointment will be three years, with the possibility of renewal. Minimum requirements include the M.A. or M.S. in foreign language pedagogy, linguistics, or a related field; candidates with the PhD are also welcome to apply. The candidate should have native or near-native proficiency in Japanese, demonstrated teaching and leadership experience, and the ability to instruct a diverse student population in all levels of Japanese. It is desirable that the candidate have experience teaching in a liberal arts college and a track record as the independent manager of a successful Japanese language program.

To apply send letter of intent, statement on teaching experience and educational philosophy, curriculum vitae or resume, DVD of classroom teaching, and 3 letters of recommendation to: Ms. Corrinne Fahl, Japanese Language Search Coordinator, Haverford College, 370 Lancaster Ave., Haverford PA 19041. Where practical, materials may be submitted electronically to: <http://hc-eassearch.haverford.edu>.

Review of applications will begin **October 15, 2012** and will continue until the position is filled. For full consideration, we encourage applicants to submit all materials by this date. Virtual and on-campus interviews will be conducted in the fall; candidates may also be interviewed at the annual ACTFL convention in Philadelphia.

Haverford College is an Equal Opportunity/Affirmative Action employer that does not discriminate in employment, admission decisions, financial aid policies, or educational opportunities on the basis of race, ethnicity, religion, creed, gender identity or its expression, sexual orientation, marital status, national origin, veteran status, age, or disability status. Haverford has a longstanding commitment to diversity rooted in values of inclusion, social justice, peacemaking, and conflict resolution.

Learning in a diverse community defined by mutual trust (reaffirmed annually in student-written, student-governed honor code) is at the core of the College's mission. Haverford embraces its responsibility to reflect in its curriculum, classrooms, and communal composition genuine sensitivity to racial, ethnic, sexual, cultural, socioeconomic, and other forms of diversity. Haverford welcomes applications from candidates who share these values and who will foster their contribution to the College's educational mission.

Macalester College

The Department of Asian Languages and Cultures at Macalester College announces an opening for a **tenure-track position in Japanese literature, rank open**, beginning Fall 2013. Applicants should have a Ph.D. at the time of application in the field of Japanese literature or related subjects, possess native or near-native proficiency in Japanese, and demonstrate ability and commitment to teach all levels of language. Scholarly promise, college teaching experience, an interdisciplinary approach to the teaching of Japanese culture, and knowledge of current pedagogical methodologies are desirable. The teaching responsibilities will involve both language and literature or culture courses.

We seek applicants who can contribute to the broader intellectual life of the College, which may include involvement in such activities as cross-listing courses with other departments, first year courses or faculty seminars. Successful applicants may also contribute to the advancement of one or more of the College's interdisciplinary programs.

Submit letter of application, CV, a brief statement of philosophy on teaching at a liberal arts college, sample syllabi of language and culture courses, and three letters of reference online at www.academicjobsonline.org/ajo/jobs/1678. Questions regarding the application should be directed to Katie Scott at scottc@macalester.edu. Applications received before or on **October 1, 2012**, will receive primary consideration.

Macalester College is a selective, private liberal arts college in the Minneapolis-Saint Paul metropolitan area, whose vital and diverse urban communities offer multiple opportunities for faculty and student engagement. The College enrolls over 1800 students from all 50 states plus the District of Columbia and almost 80 countries. As an Equal Opportunity employer supportive of affirmative efforts to achieve a diverse workforce, the College strongly encourages applications from women and members of underrepresented minority groups. We are especially interested in applicants dedicated to excellence in both teaching and research in a liberal arts setting, committed to working with students of diverse backgrounds. All faculty at Macalester are expected to help sustain the College's distinctive mission of educational excellence with a special emphasis on internationalism, multiculturalism, and service to society.

Massachusetts Institute of Technology

The Massachusetts Institute of Technology invites applications for a **full-time Senior Lecturer in Japanese** initially appointed for five years with possible indefinite renewals based on excellence in teaching, innovative curricular development, professional leadership and service to the field. The appointment begins on July 1, 2013. Responsibilities include teaching undergraduate language courses, mentoring lecturers, advising students, serving on search and review committees, and participating in the administration of the language program.

Candidates must have at least five years of experience in teaching Japanese at all levels in a US university or college, experience in curricular design and material development, knowledge of foreign language teaching methodologies, and experience in mentoring lecturers and advising students. Minimum of M.A. in Japanese or related fields is required. PhDs are encouraged to apply. Native or near-native proficiency in Japanese and English is required.

MIT is an equal opportunity/affirmative-action employer and welcomes applications from women and members of minority groups.

Applicants should submit a letter of application, CV, statement of teaching philosophy, example of material development (print or digital, no more than 25 pages, if in print) and three letters of recommendation no later than **September 24, 2012**. All materials should be submitted to Academic Jobs Online at the following website:

<https://academicjobsonline.org/ajo/jobs/1512> .

Ohio State University

The Department of East Asian Languages and Literatures at The Ohio State University invites applications for a **tenured/tenure-track position in Japanese Literature and Culture, Modern period**, beginning Aug. 21, 2013. Evidence of a strong research background in one or more of the following areas is preferred: modern literature, broadly construed, visual media, particularly film, the history of popular media and its impact on cultural imagination and values, and such contemporary media as manga, anime, and modern drama/performance. The ability to teach modern Japanese literature at the undergraduate and graduate levels is required. The successful candidate will be expected to contribute actively to cross-disciplinary research and teaching and be responsible for general education courses in literature in translation, culture courses, new media-related courses, as well as graduate-level courses and advising graduate students.

Application materials should include curriculum vitae, a letter of application that discusses relevant academic, research,

and teaching experience, and three letters of reference. Send application material to Japanese Search Committee, Department of East Asian Languages and Literatures, The Ohio State University, 398 Hagerty Hall, 1775 College Rd., Columbus, OH 43210-1340. E-mail: torrance.2@osu.edu. DEALL website: <deall.osu.edu>.

To build a diverse faculty, women, minorities, veterans, disabled veterans and individuals with disabilities are encouraged to apply. The Ohio State University is an Equal Opportunity/Affirmative Action employer. Screening of applications will begin on **October 15, 2012** and continue until the position is filled.

University of California, Berkeley

The Department of East Asian Languages and Cultures of the University of California, Berkeley, invites applications for a **tenure-track position in Japanese** or **Japanese and Korean** or **Premodern Korean** literature and/or culture. A Ph.D. is required by date of hire. Candidates should demonstrate an excellent command of the relevant language(s); a deep knowledge of the literature and/or culture of their periods of specialization; a strong commitment to research and to the teaching of undergraduate and graduate students; and enthusiasm for making dynamic, innovative contributions to the intellectual mission of the department and the university. We seek applications from **Japan specialists** in any period and in any humanities discipline, including literature, film, visual studies, cultural, religious and intellectual history; from scholars with a dual **Korea and Japan** specialty in the same areas; and from scholars of **Premodern Korea** in the same areas.

The successful candidate will be expected to teach four courses per year, including introductory and advanced courses in English, upper division courses using texts in the original language, and graduate courses relating to the candidate's specialization. This appointment begins July 1, 2013.

Candidates should submit an application letter outlining teaching and research interests, a curriculum *vitae*, at least one substantial writing sample, and three letters of recommendation by **October 10, 2012** to: <http://aprecruit.berkeley.edu/apply/JPF00031>. All letters will be treated as confidential per University of California policy and California state law. Please refer potential referees, including when letters are provided via a third party (i.e., dossier service or career center), to the UC Berkeley statement of confidentiality: <http://apo.chance.berkeley.edu/evalltr.html>.

Faculty contributions to diversity will be valued in the selection process. The University of California is an Affirmative Action, Equal Opportunity employer.

University of California, Davis

The Department of East Asian Languages and Cultures at UC Davis invites applications for a **tenure-track position in Japanese linguistics and language pedagogy at the Assistant Professor level**, with a start date of July 1, 2013. The successful candidate will lead and coordinate an established Japanese language program for a culturally and ethnically diverse student body.

Candidates with expertise in Japanese linguistics and language pedagogy in addition to experience in administering a language program are strongly encouraged to apply. Candidates must demonstrate excellence in teaching and research and have native or near-native proficiency in Japanese and English. Teaching responsibilities will include language courses at all levels and introductory courses on Japanese linguistics and culture.

A PhD in Japanese language pedagogy, Japanese applied linguistics, or a related field is required. The successful candidate must have completed his or her PhD by the first day of classes (September 23, 2013).

Screening of applications to begin November 25, 2012. Position will stay open until filled. Please submit a letter of application, curriculum vitae, a short writing sample, teaching evaluations, and three confidential references at: <https://recruit.ucdavis.edu/>.

The University of California, Davis is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty and staff.

University of Colorado, Boulder

The Department of Asian Languages and Civilizations at the University of Colorado Boulder invites applications for a **tenure-track Assistant Professor position in Early Modern (Edo period) Japanese literature** to begin August 2013. Research expertise in one or more of the following areas: fiction, drama/theatre, poetry, and/or nativist studies. Candidates should have the PhD in hand prior to the start of the appointment.

Applicants must complete the online application information at <https://www.jobsatcu.com>, posting #818838. All other application materials (a letter of application, a current CV, a writing sample, copies of syllabi of courses taught or proposed, and three letters of recommendation) must be submitted in hard copy via mail to: Early Modern Japanese Search Committee Chair, University of Colorado, Department of ALC, 279 UCB, Boulder, CO 80309-0279.

Review of applications will begin on **November 1, 2012** and will be accepted until the position is filled.

The University of Colorado Boulder is an Equal Opportunity Employer committed to building a diverse workforce. We

encourage applications from women, racial and ethnic minorities, individuals with disabilities and veterans. Alternative formats of this ad can be provided upon request for individuals with disabilities by contacting the ADA Coordinator at hr-ada@colorado.edu. See <http://www.colorado.edu/ArtsSciences/overview/jobs/index.html> for full job description.

University of Otago (NZ)

The Department of Languages and Cultures at the University of Otago is offering a career opportunity in Japanese Studies. The Department provides a full range of courses in its core languages from introductory level to Honours and graduate programmes. We have a vigorous research culture and have achieved a gratifying level of graduate completions since the Department's inception in 2004.

Our Japanese Programme is seeking a Lecturer who is able to teach and coordinate language acquisition and culture papers. The appointee will also contribute to the teaching of papers in Asian Studies as required. They will hold a PhD in a field relevant to Japanese Studies and be able to demonstrate evidence of native or near-native ability in both Japanese and English. The capacity to be self-motivated and to work well as part of a team within the Japanese Programme and the wider Department of Languages and Cultures is essential. Experience in publishing research outcomes in high-quality international journals and a track record of applying for and acquiring research funding are both desirable.

Specific enquiries may be directed to Dr Simon Ryan, Head of Department, Department of Languages and Cultures, University of Otago, Phone: + 64 3 479-8691, Email: simon.ryan@otago.ac.nz

Applications quoting reference number 1200969 will close on Friday, **21 September 2012**.

To see a full job description and to apply online go to: www.otago.ac.nz/jobs. Equal opportunity in employment is University policy. *E tautoko ana Te Whare Wananga o Otago i te kaupapa whakaorite whiwhinga mahi.*

University of Pittsburgh

The Department of East Asian Languages and Literatures of the University of Pittsburgh seeks applications for the position of **Lecturer**, pending budgetary approval. The position is non-tenure-track and renewable with successful performance review. The successful candidate will be academic advisor to the Department's Chinese and Japanese majors, and will teach courses in his/her field. The proposed start-date for this position is August 25, 2013. The qualification is a PhD degree (or an ABD) in a field relating to East Asia, such as literature (modern or premodern), pedagogy, linguistics, cultural studies, trans-regional studies, etc.

The candidate should possess at least three years of teaching experience at the college level. He/she may have a record of published research, but an active research agenda is not necessary. The candidate should have near-native or native ability in all skill areas (writing, reading, speaking, and listening) in English as well as in Chinese, Japanese, or Korean (depending on the person's specialty), as well as cultural competency in the target culture. The candidate should possess demonstrated commitment to contribute substantially to students' academic life at Pitt through advising and good interpersonal skills to deal with a variety of students and units of the University community.

The University of Pittsburgh has dedicated substantial resources to international studies and encourages interdisciplinary research and teaching through the established programs in Cultural Studies, Women's Studies, Global Studies, and Film Studies. The East Asian Library is one of the best in the nation, and there are superlative research facilities, as well as funds for research and teaching.

Applicants should send a letter of application, CV, samples of scholarly work, evidence of teaching ability (e.g., student teaching evaluations), and three reference letters (one of which must explicitly address the candidate's teaching ability) to Lecturer Search Committee, 702 OEH, University of Pittsburgh, Pittsburgh, PA 15260. For more information, contact Paula Locante, tel. (412) 624-5568, or email plocante@pitt.edu. In order to ensure full consideration, applications must be received by **November 5, 2012**.

The University of Pittsburgh is an Affirmative Action/Equal Opportunity Employer and values equality of opportunity, human dignity and diversity.

Williams College

Applications are invited for an **open-rank full-time three-year visiting position in Japanese beginning September 2013** at Williams College. Successful candidate will teach five courses over two semesters, with which at least three courses are language courses. We welcome candidates who can teach all levels of language courses and can expand the course offerings in our Japanese program with the candidates' area of specialty. Depending on qualifications, the appointment would be as Visiting Lecturer, as Visiting Assistant Professor or as Visiting Associate Professor. Minimum requirements include native or near-native proficiency in Japanese; Ph.D. or ABD in Japanese, areas in linguistics, literature, cultural studies or any related field; strong teaching experience at the college level; and ability to teach all levels of language courses in close coordination with departmental colleagues.

To apply, send sample video of language teaching in Japanese, letter of application, curriculum vitae and 3 recommendations to: Kasumi Yamamoto, Chair, Dept. of Asian Studies, Williams College, Williamstown MA 01267. The deadline to submit application materials is **December 31, 2012** and no electronic applications will be accepted. All offers of employment are contingent

upon completion of a background check. Further information is available here <http://dean-faculty.williams.edu/prospective-faculty/background-check-policy/>.

Williams College is a coeducational liberal arts institution located in the Berkshire Hills of western Massachusetts with easy access to the culturally rich cities of Albany, Boston, and New York City. The College is committed to building and supporting a diverse population of approximately 2,000 students, and to fostering an inclusive faculty, staff and curriculum. Williams has built its reputation on outstanding teaching and scholarship and on the academic excellence of its students. Please visit the Williams College website (<http://www.williams.edu>). Beyond meeting fully its legal obligations for non-discrimination, Williams College is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive.

The Nippon Foundation "100 Books for Understanding Contemporary Japan"

The Nippon Foundation announces its 2012 Book Donation Project, "100 Books for Understanding Contemporary Japan", which is now calling for applications. The aim of the project is to facilitate understanding of contemporary Japan and its culture overseas. To this end the Foundation will donate up to one hundred books, which provide information on Japan in the English language, to overseas libraries. All libraries frequented by scholars and students as well as libraries serving a wider community are eligible to apply. To date, books have been donated to approximately 700 libraries in over 100 countries.

For further information, please visit:

<http://www.nippon-foundation.or.jp/eng/worldwide/readjapan/bookdonations.html>

The required application materials must be sent to The Nippon Foundation by September 14, 2012.

Questions should be sent by email to:

bookproject@ps.nippon-foundation.or.jp

The 8th Hakuho Japanese Language Research Fellowship Program

- 1.Application period: September 3-October 31, 2012
- 2.Notification of Results: Mid-January, 2013
- 3.Research period: October 1, 2013-September 30, 2014 (6 months or 12 months)
- 4.Receiving organizations:
 - National Institute for Japanese Language and Linguistics,
 - Ochanomizu University,
 - Tokyo University of Foreign Studies,
 - Waseda University

For detail, please see our website at:

<http://www.hakuhodo.co.jp/foundation/english/program/index.html>

--<Contact>-----

Hakuho Japanese Language Research Fellowship Program Secretariat
c/o Convention Linkage, Inc.

TEL: +81-(0)3-3263-8695 FAX: 03-3263-8687

E-mail : hakuhoip@secretariat.ne.jp

<第8回 「日本語海外研究者招聘事業」応募受付開始のお知らせ>

拝啓 時下ますますご清祥のこととお慶び申し上げます。

さて、当財団の助成による「日本語海外研究者招聘事業」に関し、この度、第8回招聘研究者の応募受付を開始いたしましたので、ご案内申し上げます。

当事業は2006年より開始したもので、海外の上級研究者を招聘し、日本における滞在型研究を通して、日本語研究・日本語教育研究の更なる深化と実践化、および国内外の当該研究基盤を充実させることを目的としております。

応募要項は当財団のWebサイトからダウンロードいただけます。

URL (日本語) : <http://www.hakuhodo.co.jp/foundation/program/index.html>

URL (English) : <http://www.hakuhodo.co.jp/foundation/english/program/index.html>

ダウンロードや内容につきましてご不明な点などございましたら下記事務局までご連絡下さい。

敬具

2012年9月3日

公益財団法人 博報児童教育振興会

2013 Summer M.A. Program in Japanese Pedagogy at Columbia University

The Graduate School of Arts and Sciences (Department of East Asian Languages and Cultures) invites applications for the 2013 Summer M.A. program in Japanese Pedagogy. The program runs from Monday, June 3rd to Friday, August 2nd, 2013.

I. Intermediate/Advanced Japanese Pedagogy (3 weeks, 6/3-6/21), Prof. Mutsuko Endo Hudson of Michigan State University and Dr. Fumiko Nazikian of Columbia University.

II. 3 MA Courses (6 weeks, 6/24-8/2)

- Sociolinguistics, Prof. Kenjiro Matsuda of Kobe Shoin Women's University.
- Teaching Japanese Through Literature, Prof. Janet Ikeda of Washington and Lee University.
- Cognitive Linguistics, Prof. Seiichi Makino of Princeton University.

Degree candidates may fulfill the requirements for the M.A. degree in three consecutive summers or in any three summers within a period of six years by taking eleven courses and writing an M.A. thesis. The thesis is required to have a focus on a particular area of Japanese pedagogy. Students take courses for six weeks in one summer and nine weeks during the other two summers. The 2013 new M.A. students will take only three M.A. courses (6 weeks, 6/24-8/2).

We also welcome non-degree students for the three-week Intermediate/Advanced Japanese Pedagogy course by non-degree candidates with years of experience teaching Japanese at the college level.

Special Admission Requirements: B.A. or equivalent from an accredited institution in the U.S., Japan or elsewhere, proficiency in English (for native Japanese speakers: 570/IBT88/CBT230 TOEFL or above) or Japanese (for non-native Japanese speakers/ACTFL: Advanced-High or above).

More information is available at the following websites:

<http://gsas.columbia.edu/content/academic-programs/japanese-pedagogy>

<http://www.columbia.edu/cu/ealac/japanese/pedagogy.html>

Application deadline: February 15, 2013.

Online Application: <https://app.applyyourself.com/?id=COL-GAS>

Successful applicants will be notified of their admission by the middle of March. On-campus housing is available during the summer.

Contact: Shigeru Eguchi, Administrative Director of the 2013 Summer M.A. Program in Japanese Pedagogy, Department of East Asian Languages and Cultures (EALAC), 407 Kent Hall, Columbia University, New York, NY 10027. Email:

se53@columbia.edu

Tel: 212/854-3523; FAX: 212/678-8629

Call for Papers: Spring 2013 JNCOLCTL (Deadline: October 1)

The Journal of the National Council of Less Commonly Taught Languages (JNCOLCTL) is soliciting articles for publication in its Spring 2013 issue. Information on submitting articles is online at <http://www.ncolctl.org/resources-links/jncolctl-links>.

BJT Business Japanese Proficiency Test

The Business Japanese Test will be administered on Sunday, November 18, 2012, in Honolulu.

Test time: 9 – 11:30 a.m. (Check-in, 8:30 a.m.)

Test location: Hideto Kono Seminar Room, JAIMS (<http://www.jaims.org/>), 6660 Hawaii Kai Drive, Honolulu, HI 96825.

There is free parking in the rear of the building.

The BJT measures a person's Japanese language proficiency required for communicating in business settings. Formerly administered by JETRO, the test is now administered by the Japan Kanji Aptitude Testing Foundation. JAIMS has been designated as the only BJT test center in the United States. Anyone -- native and non-native speakers of Japanese -- may register for the BJT. REGISTRATION: Download and print the application form from <http://www.jaims.org/bjt.html>, and submit it with payment to JAIMS.

TEST FEE: \$70 (check, money order). Please do not mail cash.

REGISTRATION DEADLINE: **October 1, 2012** (application materials must be received by JAIMS by this date).

For information about the BJT, go to

<http://www.kanken.or.jp/bjt/english/index.html>

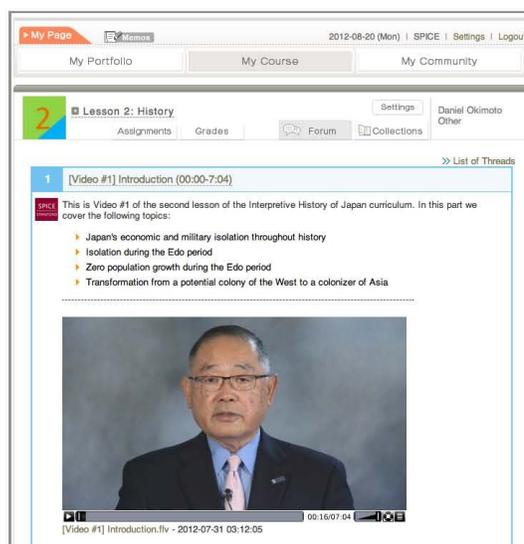


manaba – an online space for effective teaching

manaba – “the learning place” – is an innovative online space for teaching and learning developed in Japan. In recent years, more and more education programs around the world have begun using technology to enhance students’ learning experience. Recent events of interest include a project in Japanese language classes at Columbia University and a project distributing Japan-related curricula from Stanford University.

In Japanese language classes at Columbia University, manaba contributed to creating a space for peer review and motivated students to work on Japanese language projects. Students uploaded project proposals, such as research papers, podcasts and theatric interpretations. Using manaba online over a semester, they reviewed each other’s work, corrected and improved their drafts, posted comments and motivated each other as an active community. Moreover, students from different teachers’ classes had the opportunity to interact and collaborate with each other, going beyond the barriers of a traditional classroom. Finally, the project results were showcased at a spring festival and published on a blog for people everywhere to share. manaba enabled an interactive way of learning Japanese language.

The Stanford Program on International and Cross-Cultural Education developed a web-based curriculum for middle and high school teachers, in which Professor Emeritus Daniel Okimoto introduces a new approach to understanding Japan’s history and current events. Besides the curriculum, teachers developed an online community, sharing ideas with each other and learning how to teach about Japan from the experiences of other teachers across the world. The lectures topics include Japan’s Geology and The Great East Japan Earthquake, contemporary Japan’s historical roots, Japanese economy and politics, and US-Japan relations, as well as a discussion of where Japan is currently headed. The curriculum also includes a broad collection of class activities and extra resources.

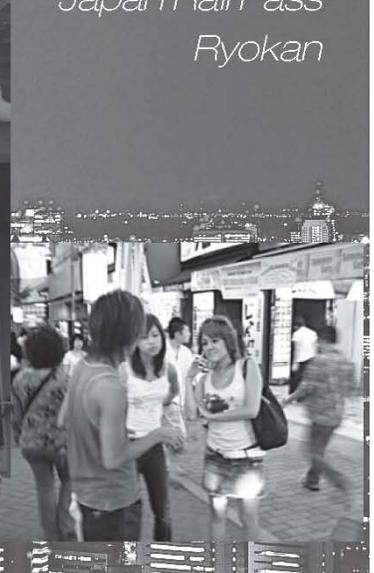
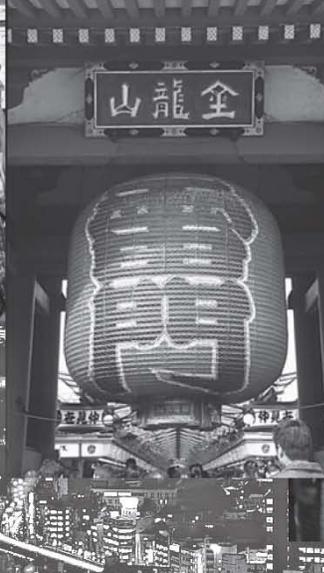


To learn more about manaba, visit manaba.com.

To access Professor Okimoto’s lessons, visit manaba.com/spice-launch.

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Reischauer Scholars Program: Online Course for High School Students

The Reischauer Scholars Program (RSP) is an online course for high school students sponsored by the Stanford Program on International and Cross-Cultural Education (SPICE) at Stanford University. Named in honor of former Ambassador to Japan Edwin O. Reischauer, the RSP annually selects 25–30 exceptional high school students from throughout the United States to engage in an intensive study of Japan. Selected students will participate in this online course on Japan from **February to June 2013**.

Currently entering its tenth year, the RSP presents a creative and innovative approach to teaching high school students about Japan and U.S.–Japan relations. This online program provides American students with unique opportunities to interact with top scholars and diplomats, and introduces both American and Japanese perspectives on many historical and contemporary issues.

Students will be introduced to a broad overview of Japanese history, literature, religion, art, politics, economics, and contemporary society, with a special focus on the U.S.–Japan relationship. Ambassadors, top scholars, and experts throughout the United States and Japan provide online lectures and engage students in live discussion sessions. Students who successfully complete the course will earn Stanford Continuing Studies Program (CSP) credit and a Certificate of Completion from SPICE, Stanford University. The RSP will equip participants with a rare degree of expertise about Japan that may have a significant impact on their choice of study and future career. Students do not need to know the Japanese language to participate in this course, and there are no student fees.

The 2013 Reischauer Scholars Program is currently accepting applications from all current high school sophomores, juniors, and seniors (Classes of 2013, 2014, and 2015) in the United States.

To Apply: For more information and to download the 2013 Reischauer Scholars Program application, please visit <http://reischauerscholars.org>. The application deadline for the 2013 RSP is **October 10, 2012**. All applications must be postmarked by this date.

Please contact Naomi Funahashi, RSP Manager and Instructor, at nfunahashi@stanford.edu with any questions.

Translating Disaster: Using Harvard's Digital Archive for Advocacy and Empowerment

In the wake of the 3-11 disaster in Japan, Harvard University's Reischauer Institute of Japanese Studies has embarked on an ambitious project of accumulating materials both in Japanese and in English pertaining to the tragedy. Most of the archive's 30,000 pages of Japanese materials are yet to be translated. Elizabethtown College is embarking on a project to begin translating the materials as part of a project that involves students of Japanese language who are required to do a senior project as part of their graduation requirement in their major. This project, under the direction of Dr. Mahua Bhattacharya (Associate Professor of Japanese and Asian Studies), will be conducted over a period of two semesters starting in the Fall of 2012 and continuing to the end of Spring 2013, and will attempt to make a modest dent in the translation of these Japanese materials.

As has been indicated in several reports in the media about the records pertaining to this disaster, there is a great deal of uncertainty and confusion about what is happening on the ground at the various affected sites. It is hoped that the materials—which are a combination of newspaper articles, research papers, television reports, tweets, etc.—will, once translated, shed a better light on what is happening to the affected people and will provide a more accurate narrative of the disasters. It is hoped that the power of oral histories so recorded will enhance strategies for empowerment of the victims and provide them access to the dominant discourse of disaster management. It is also hoped that such a project will also provide a model for connecting language pedagogy to projects that involve advocacy and empowerment across national boundaries.

Any AATJ member who is interested in participating in this student translation project is welcome to contact Dr. Bhattacharya at bhattacharm@etown.edu.

William F. Sibley Memorial Translation Prize

The William F. Sibley Memorial Translation Prize was established by the Department of East Asian Languages & Civilizations and the Committee on Japanese Studies of the Center for East Asian Studies at the University of Chicago in honor of their late colleague William F. Sibley. The competition is held annually and judged by faculty members of the Committee on Japanese Studies.

In keeping with William Sibley's lifelong devotion to translation and to the place of literature in the classroom, **up to three awards of \$2500 each will be given each year for previously unpublished translations of Japanese literature into English.** In order to encourage variety of time period and genre, the annual competitions will alternate between categories. In all cases, the word limit for submissions is 15,000. To encourage classroom use and comparative research, winning entries will be published on the Center for East Asian Studies website (<http://ceas.uchicago.edu>).

For 2012, the Committee solicits translations of works of prose fiction from the Meiji Period to the present. Each submission must be accompanied by an introduction of no more than 800 words, which situates the work for the general reader. The introduction should help readers understand why they should care about the work translated. Applicants are encouraged to think of translation as a creative act.

We welcome submissions from users of the Japanese language in various walks of life. In 2012, one prize will be reserved for students and non-professional, non-academic translators.

Materials under contract for print publication will not be accepted. New translations of works previously translated are acceptable. Introductions should cite the prior translations and provide a rationale for the new rendition. Co-translations will be accepted, but the committee will only consider one submission per person per year.

Translations will be evaluated in a blind review process according to three criteria: significance of the original work; quality of the translation; and quality of the introduction.

The deadline is Monday, **December 3, 2012.**

Submissions should include:

- A cover letter with the applicant's full name, mailing address, email, and telephone number. The cover letter is the only place the applicant's name should appear since the review process is blind.
- A digital copy of both the English translation (Word format) and the Japanese original (Word or PDF format).
- It is the responsibility of applicants to secure permission from copyright holders for any works not in the public domain. Proof of permission from the copyright holder to translate and publish to the web must accompany the submission of any work not in the public domain.

Inquiries and submissions may be emailed to japanatchicago@uchicago.edu

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